

Should provide joy rather than excitement.
Activity should be taken part in
because of interest of child not because
of reward.

Must understand natural instincts
and impulses.

Child must judge better after each
activity, unless there is an effect the
leadership has not been efficient.

Objectives: Immediate.

1. Organic power within child.
2. Psycho-muscular development.
3. Development of the impulses -
courage, fight from wrong, etc.
4. Development of judgment.

Intermediate & Remote.

1. None of qualities are acquired
thru' activities.

2. Habits, Attitude and Skills
learned in one situation dominate the rest.
Attitude - what one wants to do. Leader's
responsibility is for guiding formation of
attitude. thru' activity.

3. Remote depends on individual's
attitude or what he wants to do. Child
must see relationship between, he
wants to do, accomplish and health.
Leisure time (proper use)

Desire for health.

1. Interest in pain & discomfort &
removal of sources of annoyance.
2. Enjoyment in feeling of elation

and boy going in state of health.

3. Interest in enjoyment of activity, achievement & realization of desired traits in activity.

If activity is to contribute to health of child.

1. Must be spontaneous.
2. " " joyous.
3. " " vigorous.
4. " " not encourage strain this one-exertion

Character is a way of acting which is built on child's attitude. Product of properly guided activities. Child plays according to standards and these standards become habits. Good citizen who has est. good habits of citizenship. May 5 is est. to this activity under leadership.

Leisure time is main thing.

Problems:

1. Who slaves work whole time & no leisure.
2. His people know how to use leisure time. Not educated to it. In that respect commercial recreation for participation of employees.

Problems worked out.

1. Better machinery for more free time.
2. Community facilities within reach of all. Athletic fields, gyms, etc.
3. Facilities for hiking & swimming.

4. Opportunity for participation in dramatic music, etc. events. Use of libraries.
5. Democratic Education that demands that no one be left out.

Opportunities for

How Age and Sex influence Play.

Children smaller than adults. Not only smaller but body all to gather different proportion. Children less ability in some lines, more in others.

Children & adults have different likes and dislikes. Interests different.

Children have a different outlook on life. Adult can look ahead child lives in 1 day - week, etc.

Up to 6 & 7 sex activities the same. At 7 & 8 still play together but of different type.

Individual Differences. (not in a group)

1. Very Heat.
2. Due to physical & mental growth. Organic development.
- Structural irregularities.

Dividing Groups:

1. Chronological Age 7-8-9 etc.
2. According to experience child has had.

Betty - 6-9

Peggy - 9-12

Black - 12-15

Beatrice the business girl. Martha the mother. 292
Ida Industrial

Betty the Baby: — Birth - Creeping.

1. Individual activities.
2. Likes to be in a group.
3. Interests in experimenting with motion.
4. Handling objects (noisy ones)
5. Sensory experiments.
6. —

Creeping to 3.

1. Imitates.
2. Creeping, gregarious.
3. Manipulations
4. Walking.
5. Experimenting with sound.

3- 6.

1. Begins to play with kids his own age.
2. Individual Activities.

Group Activities where all can take part.

1. Offer vigorous activity to any no.
2. Readily learns.
3. Immediate stimulating interest.
4. Increase in interest.
5. Improves self-discipline, stride, play fairly, etc.
6. Child experiences feeling of success.

Difference of behaviour of 2 sexes are due to

- 1. Difference in structure.
- 2. Function.
- 3. Social conditioning.

Physiological differences account only for small part for causes in diff. of behavior.

Social Conditioning - Greater part role of women in society depend on social traditions. From infancy girl subjected to social pressure which makes her somewhat a different type of being which she would not likely be without social events, etc. ^{S.P.} Disposes her to different type of activity.

Result of social activities woman today part in activities out of home indeed & in. Woman taking in sportsmanship compared to men (Thus of past)

Thorndyke's Opinion -

1. Women say less from average.
2. More obscurer of small details.
3. Less interested in things.
4. More interested in people & feelings.
5. " give to nursing, comfort & alleviating pain.

Ellis's Theory -

1. Woman show less vary. of ability.
2. less artistic ability.
3. Greater punitiveness.

Differences in activities are in the way they play different types. Boys play large whereas woman tend to have vigorous & active games.

Girls.

Physiological

1. Bones (a) Lighter
(b) Thigh bone obliquely situated & pelvic
girdle wider.
(c) Shoulder girdle narrower & smaller.

2. At Birth (a) Lighter & smaller.

III

- IV 11-14 girls taller & heavier. The
acceleration ⁱⁿ of growth takes place
earlier than in boys.

IV

5. Girls have more fatty tissue and not
as much muscle tissue. Not as
well adapted to stand effects of
strenuous forced activity.

6. Owing to diff. of metabolic rate w/
amount of exercise and make woman
as muscular as men. The female stores
no energy longer than the male: never
tend to store fat rather than muscle.
(Muscle largely results of use & action)

7. Menstruation.
Pregnancy.

Differences

Boys

1. Bones are heavier

(a) Pelvic girdle narrower, thigh bones more vertically situated

(c) Shoulder girdle broader

2. At birth are taller, heavier & larger chest.

3. From Birth 'til 11 yrs. Boys continue to be taller & heavier.

4.

5. Boys cont. to grow in height "later" years than girls.

6.

7. Metabolism: level of metabolism is 10% higher. Short span of time between intake of food & intake of energy.

8. Functional:

Yerl.

ix. Lewis Theory - the glands function to a greater extent & cause a higher output of nervous energy & smaller output of physical energy.

Boys take part in activities which take higher degree of muscular skill. Both interested in creative activity but boys usually take on mechanical side - girls - decorative. (Not all) Boys - larger details - girls smaller. Both interested in collecting.

Why, when and in what cases boys and girls should be separated for their physical activities. Cases in which boys & girls take part in activities together.

activities to - gether.
Principles of Women's Activities - Sones - 72
Play in education of the
Ch. - Chs. - (about 325) P.

Theory of Play by Mason & Mitchell - How Age & Sex influence Play - 2nd part

Awards

1. Praise.
2. Success.

Fourth of team games.

When, person is singles out.

297

1 2 " 5 are "
Two groups. (double)

Boys

IX Glandula. Endocrine, Thyroid, Adrenal.

1 group opposed to other.

Age of Loyalty for Peggy. - All kids
of clubs - C. S. A. etc. Any organization
interested in parties, outings, picnics,
family outings.

Alice

12-14

14-17

Book pg. 92.

Athletic

Intellectual

Social

1. Sports, golf, tennis, 1. Loyalty, duty, etc. 1. Boys.
2. Very Active + keen. Reading - Studying. 2. Interested in self. 3. Can amuse herself.
3. Befriended to have past - more easily, 4. Music & dramatics.
4. Enjoying activities. 5. Patience for detail.
5. Baking, camping, etc. 7. Interested in the
6. Interested in boys as past - opposite sex or group activities with the
7. Interested in boys as past - opposite sex or group activities with the

Lead up games for girls about 11-12-15.
Rhythmic activities: Tap Dance.

Barn "

Folk "

Tumbling and stunts.

- Look Pg. 396. -

Dramatics - 3 different types.

- Read 142, on -

- " 149. -